



## Robert E. Cashion Elementary

1500 Fork Shoals Road  
Greenville, SC 29605

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	675 Students	
<b>Principal</b>	Shirley S. Chapman	864-355-8000
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Megan Hickerson	864-288-8363

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Below Average</b>
2008	Average	At-Risk
2007	Average	At-Risk
2006	Average	Below Average
2005	Average	Good

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

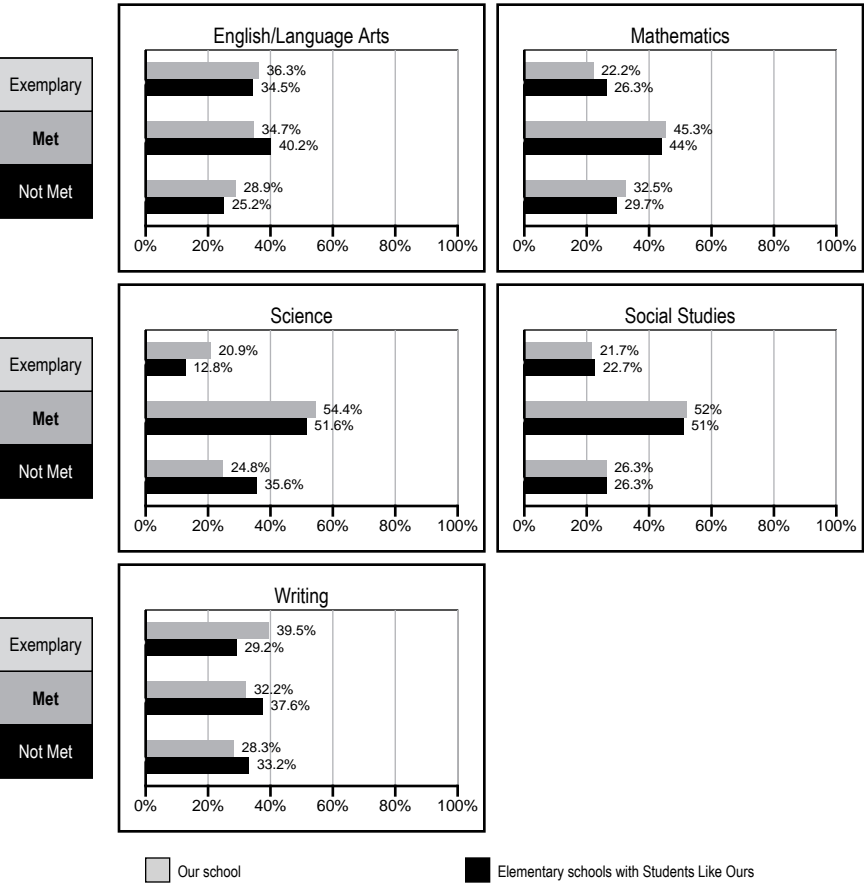
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	19	83	10	0

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=675)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.5%	Down from 3.3%	2.4%	1.9%
Attendance rate	96.6%	Down from 96.8%	96.2%	96.3%
Eligible for gifted and talented	12.0%	Up from 10.9%	8.7%	10.0%
With disabilities other than speech	14.0%	Up from 13.0%	9.1%	7.7%
Older than usual for grade	0.0%	No Change	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=44)</b>				
Teachers with advanced degrees	54.5%	Down from 56.5%	60.5%	59.4%
Continuing contract teachers	84.1%	Up from 82.6%	82.9%	80.0%
Teachers with emergency or provisional certificates	2.6%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	92.9%	Down from 95.2%	87.2%	85.9%
Teacher attendance rate	96.5%	Down from 96.6%	95.1%	95.1%
Average teacher salary*	\$45,355	Up 2.5%	\$47,415	\$47,149
Professional development days/teacher	10.9 days	Down from 11.5 days	11.6 days	11.1 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	18.1 to 1	Down from 19.4 to 1	19.0 to 1	18.8 to 1
Prime instructional time	92.7%	Down from 92.8%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,367	Up 7.4%	\$7,360	\$7,458
Percent of expenditures for instruction**	70.1%	Down from 70.6%	68.3%	68.8%
Percent of expenditures for teacher salaries**	67.6%	Up from 66.4%	61.7%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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**Report of Principal and School Improvement Council**

Robert E. Cashion Elementary School is a beautiful facility that opened its doors in August of 2003. The school owes its thanks for a strong foundation to someone who lovingly and professionally served students of Greenville County for 40 years, Mr. Robert E. Cashion. The school is located in the Southern end of Greenville County on Fork Shoals Road, across from Bonnie Brae Golf Course. The new facility serves students in four-year-old kindergarten through fifth grade. The school received a Southern Association of Colleges and School Accreditation Peer Review during the 2005-06 school year. The review team rated the total school program as exemplary and recommended the school's continued accreditation. In the spring of 2009, the School District of Greenville County received National Accreditation.

Since Robert E. Cashion Elementary opened as a new school with a newly formed student population, the 2003-04 standardized test scores established the baseline data for the school. Since that year, our test scores continue to affirm that all students are achieving. The school's Absolute rating has remained average. The school's improvement rating is below average. The downgrading of the improvement score continues to be the results of not meeting AYP. Although our special education population is not making the AYP target improvements, they continue to meet their IEP improvement goals and objectives. Robert E. Cashion is constantly in pursuit of the highest academic achievement for every student.

We are continuing to do yearly need assessments to determine the best ways to meet the academic needs of all our students. As a result of our needs assessment, we will be focusing on the following goals for the 2009-10 school year: using effective methods and instructional strategies that are researched-based to strengthen the core academic program; increasing the quality of learning time; providing high-quality and ongoing professional development for teachers that supports best practices for teaching all academic subjects; and increasing parental and community involvement in the school.

The school staff, students, parents, and community partners work consistently to convey a caring and nurturing atmosphere where positive social, emotional, physical, and educational growth of students is apparent. It is the mission of school to see that our Comets and staff are "Lighting the Way to Achievement and Dreams!"

Shirley S. Chapman, Principal  
Barbara Brown, SIC Chairperson

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	44	114	58
Percent satisfied with learning environment	97.7%	80.2%	87.7%
Percent satisfied with social and physical environment	95.5%	87.5%	82.5%
Percent satisfied with school-home relations	84.1%	90.4%	82.1%

\* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 25 out of 27 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	337	99.7	28.9	34.7	36.3	83.3	84	82.8	Yes	Yes
<b>Gender</b>										
Male	171	100	33.5	30.3	36.1	80.6	80.8	79.3	N/A	N/A
Female	166	99.4	24.4	39.1	36.5	85.9	87.4	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	123	100	22	36.4	41.5	88.1	89.5	89.5	Yes	Yes
African American	159	99.4	33.8	36.6	29.7	79.3	72.7	73.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	93	92.3	I/S	I/S
Hispanic	48	100	31.7	26.8	41.5	85.4	74.8	76.5	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	91.2	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	71	98.6	62.9	22.6	14.5	56.5	52.5	52	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	40	100	26.5	29.4	44.1	85.3	74.5	75.1	I/S	Yes
<b>Socio-Economic Status</b>										
Subsided meals	212	99.5	37.2	33.5	29.3	79.1	74.4	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	337	100	32.5	45.3	22.2	76.8	80.9	78.9	Yes	Yes
<b>Gender</b>										
Male	171	100	27.7	47.1	25.2	81.9	79.6	77	N/A	N/A
Female	166	100	37.2	43.6	19.2	71.8	82.2	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	123	100	32.2	45.8	22	78	87	87.2	Yes	Yes
African American	159	100	36.6	46.2	17.2	73.1	66.3	66.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	94.3	93	I/S	I/S
Hispanic	48	100	24.4	41.5	34.1	82.9	75.3	76	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	86.8	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	71	100	71	27.4	1.6	38.7	48.1	45.5	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	40	100	14.7	44.1	41.2	91.2	76.2	76.1	I/S	Yes
<b>Socio-Economic Status</b>										
Subsided meals	212	100	39.8	44.5	15.7	71.7	70.5	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	220	100	24.8	54.4	20.9	75.2	71.3	67.5
<b>Gender</b>								
Male	116	100	25.5	54.7	19.8	74.5	70.8	67
Female	104	100	24	54	22	76	71.8	68
<b>Racial/Ethnic Group</b>								
White	76	100	20.3	48.6	31.1	79.7	79.5	79.5
African American	104	100	26.6	62.8	10.6	73.4	53	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	86.9	84.3
Hispanic	35	100	27.3	45.5	27.3	72.7	61.1	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	88.4	71.2
<b>Disability Status</b>								
Disabled	43	100	56.8	35.1	8.1	43.2	39.1	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	30	100	27.6	41.4	31	72.4	60.4	59.6
<b>Socio-Economic Status</b>								
Subsided meals	137	100	29	58.1	12.9	71	57.5	55.1

<b>Social Studies</b>								
All Students	217	100	26.1	52.3	21.6	73.9	75.7	72.3
<b>Gender</b>								
Male	108	100	18.6	54.6	26.8	81.4	75.1	71.5
Female	109	100	33.3	50	16.7	66.7	76.3	73.2
<b>Racial/Ethnic Group</b>								
White	76	100	20.8	51.4	27.8	79.2	81.7	80.7
African American	110	100	30.7	54.5	14.9	69.3	61.5	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88	88.5
Hispanic	27	100	18.2	54.5	27.3	81.8	69	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	78	72.2
<b>Disability Status</b>								
Disabled	48	100	48.8	43.9	7.3	51.2	47.5	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	22	100	17.6	41.2	41.2	82.4	69	67.9
<b>Socio-Economic Status</b>								
Subsided meals	138	100	30.6	57.3	12.1	69.4	63.9	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	334	99.4	27.9	32.4	39.7	72.1	72.9	70.2	96.6	96.5
Gender										
Male	168	100	32.7	32.7	34.6	67.3	66.4	63.2	96.5	96.4
Female	166	98.8	23.1	32.1	44.9	76.9	79.7	77.5	96.6	96.5
Racial/Ethnic Group										
White	122	99.2	21.2	33.9	44.9	78.8	80.5	79.1	96.1	96.3
African American	157	100	33.8	33.8	32.4	66.2	57.1	57.6	96.8	96.5
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	87.3	86.2	97.4	97.6
Hispanic	48	97.9	23.8	28.6	47.6	76.2	61.3	62.6	96.8	96.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	71.8	68.7	98.9	95.2
Disability Status										
Disabled	63	100	71.9	21.1	7	28.1	28.4	26.1	96	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
English Proficiency										
Limited English Proficient	41	100	22.2	25	52.8	77.8	60.5	61.2	97.3	97.2
Socio-Economic Status										
Subsidized meals	212	99.5	34.2	34.2	31.6	65.8	58.8	58.9	96.2	95.8

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	111	99.1	24.8	34.7	40.6	75.2
	4	99	100	37	32.6	30.4	63
	5	127	100	26.3	36.4	37.3	73.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	111	100	29.7	35.6	34.7	70.3
	4	99	100	30.4	47.8	21.7	69.6
	5	127	100	36.4	51.7	11.9	63.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	56	100	24.5	43.4	32.1	75.5
	4	99	100	25.8	58.1	16.1	74.2
	5	65	100	23.3	58.3	18.3	76.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	56	100	27.1	41.7	31.3	72.9
	4	99	100	19.4	60.2	20.4	80.6
	5	62	100	36.2	48.3	15.5	63.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	109	98.2	20.8	15.8	63.4	79.2
	4	99	100	43.5	37	19.6	56.5
	5	126	100	21.8	42.9	35.3	78.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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